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ABSTRACT

Designing a successful institute takes skill, flexibility and awareness of intercultural and cross cultural differences. This paper presents the problems encountered in setting up the Sogang Institute for English as an International Language, as well as guidelines for persons attempting to set up similar institutes in countries where English is taught as a foreign language. The Sogang Institute opened in October 1981 with 10 teachers, all with Master's Degrees from the United States in teaching English as a second language. The responsibilities of the 3 members of the administrative staff and the 10 teachers include designing and implementing 4 curricula for 4 different kinds of students, as well as designing and carrying out an intensive, 4-week retraining program for Korean teachers of English in middle and high schools. This course was conducted under guidelines specified by the Ministry of Education and in cooperation with the staff of the General English Program at Sogang University. Also discussed are the morale problems that developed initially, and recommendations are made on the basis of hindsight and experience. The successful teacher training program, which has become an informal model for other university programs in Korea, is described in detail. The appendices include a detailed curriculum guide for the teacher training program and a selected bibliography. (Author/AMH)

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TRIALS, TRIBULATIONS, TRIUMPHS

Setting up a language institute in Seoul, Korea

Rhoda Curtis

TESOL, Honolulu, May 1982

This paper will describe some of the problems encountered in setting up a language institute in Korea, namely, the Sogang Insitute for English as an International Language. This paper will also present some recommendations for dealing with similar problems which may be encountered in other countries. These recommendations represent mostly hindsight rather than foresight. One particular five week program will be presented in detail. This was a program in which 300 Korean teachers of English in middle schools and high schools in Korea participated. A curriculum guide for this intensive teacher training course is included in Appendix A. Appendix B contains the list of recommendations and a brief bibliography.

In general, the goal of the Sogang Institute for English as an International Language is the production of "communicative competence" on the part of our students. In Dell Hymes[5] terms, what we seek to teach is "what a speaker needs to know to communicate effectively in culturally significant settings." These are the purposes of the Institute, and I quote from our brochure:

* To conduct research in the teaching of English as an international language and to develop methods and materials which focus on communicative proficiency in specific professional areas.

* To offer direct instruction with these methods and materials to specially invited groups, and in particular to provide, intensive in-service retraining programs for teachers of English.

* To assist organizations in the overall management of their English training programs by conducting needs analyses, proficiency evaluation, program design, materials development, and teacher training.

* In time, to explore other innovative approaches to the promotion of English proficiency in Korea.

As a research institute, any teaching we did in 1981 outside of the teacher training programs was in an experimental mode. We were not an English language training institute at that time, in the accepted sense of that term. We were, and still are, in the position of staff consultants to corporations and various business groups. Based on a preliminary needs analysis, we adapt our programs to fit the needs of our clients. We design programs, test,

teach, experiment, evaluate within specific guidelines. Some of our programs are geared to groups within companies, and these programs are set up on the basis of mutual agreements.

For materials in our current programs, we use some BBC videotapes: PEOPLE YOU MEET, THE SABRINA PROJECT, THE BELLCREST STORY, FOLLOW ME TO SAN FRANCISCO, SPEAK EASY and BID FOR POWER. We find that these materials provide the students with valuable listening comprehension experience and a framework into which we can fit all sorts of communicative activities. We also find that the strong story lines give us a base for grammar oriented lessons as well. We also use AMERICAN KERNEL LESSONS for audiolab work.

For testing, we have used the Ilyin Oral Group Interview, plus personal interviews following FSI guidelines. We find that the combination of these tests gives a fairly accurate idea of our students' abilities. We have used the ELTDU Stages of Attainment Scale Battery of Tests for students whose skills were above the range of the Ilyin test. In the first project we did, the pre- and post-tests seemed to show that students made tremendous gains in grammatical competence, even though grammar was not the primary focus during the 100 hours of that particular program.

The curriculum for the intensive teacher training course had two agendas: one to provide the teachers with exposure to new methodologies, and the other to provide them with opportunities to practice and improve their language skills. At this point, I wish to refer to two excellent dissertations, one by Rugsaken Tongda, "A Proposed Program for Training Teachers of English as a Foreign Language in Thailand,"[14] and the other by Elite Olshtain, "A Theoretical Model for Developing the Teaching of English of Wider Communication on a National Scale."[10] Both of these dissertations offer a design and a model for a broad national program for training teachers in the field of teaching English as a foreign language. I found Professor Tongda's thesis particularly apt, and applicable in many ways to the situation in Korea. Korea does not have such a comprehensive program at the present time.

We were not asked by the Korean government to create a "model" for teacher training in Korea, although our course has become an informal model for some universities conducting teacher training programs. We were selected by the Ministry of Education to create an intensive teacher training course for 300 teachers of English in middle schools and high schools during the winter

break of 1982, from January 4 through February 8. It included 240 hours of instruction. According to the official bulletin, "Education in Korea, 1981", 240 hours of inservice instruction is what is required for promotion in the teaching field. We followed the mandates, guidelines and specific requirements by the M.O.E. as to subject matter, hours of instruction in each subject, as well as providing time for what is referred to as "government lectures" in the curriculum guide. These were lectures in Korean, mostly by university professors on topics of general interest to secondary school teachers. We had small sections of 20 persons each, as well as large classes of 100 for methodology and for video viewing. However, we followed each large lecture class with small discussion groups.

The design of the course included communication activity classes from 9:00 to 12:00 daily, Monday throgh Saturday, a luncheon break which included informal conversation with Americans who came by bus from the Army/Air Force base at Yongsan in Seoul every day, then more English classes until 4:10. Everyone on the staff joined the Korean teachers for lunch and conversation, and this part of the program was an important plus. At 4:10 on Tuesdays and Fridays there was a methodology lecture, and on Mondays, Wednesdays and Thursdays, there was a movie. On Saturday afternoons after 2:00 p.m. there were government lectures. There's a breakdown of this schedule in Appendix A.

There were three tracks in the methodology lectures: John Harvey taught communication, I taught TEFL methodology, Professor Chong Dong Soo taught linguistic theory, testing and textbook revision. John Harvey and I taught in English, Professor Chong taught in Korean. Therefore, all 300 teachers were exposed to Harvey, Professor Chong and me, at different times. We presented the same material three times. In order to provide maximum opportunity for working through the material presented, we followed each lecture session with a 3 hour small section workshop the following day, and had a wrap-up feedback session the following afternoon.

As an added bonus, Father Edward Justen came to Sogang from the University of San Francisco to present workshops on ENGLISH THROUGH DRAMA, and all trainees and teachers had the opportunity to experience a one-day intensive workshop in this technique.

It was a pretty heavy schedule. From 9 to 5, Monday through Saturday, in the dead of winter, in slightly heated classrooms. The trainees came from all over Korea, and represented 13 provinces, from Seoul to Cheju Island. They lived in yogwans (small hotels) or boarding houses or in private homes, and I'm sure it was a long 5 weeks. However, enthusiasm remained high in spite of the fatigue.

Participating in the program were 193 middle school teachers, 103 high school teachers and 4 researchers. 237 of them were men, and 63 women. According to age, about half (146) were in their 30's, about 1/3 (93) were in their 40's, 55 in their 20's and 6 in their 50's. We had a vibrant, energetic, ambitious, enthusiastic group to work with. They were eager and open, and filled with a sense of mission. I'm sure that the attitude of the trainees had a great deal to do with the success of the course.

The teachers attending institutes such as ours are selected by their local school board. Some are selected on the basis of their desires to become supervisors or directors of middle and high schools. They get permission to attend on the basis of being in line for promotion; others are selected on the basis of the judgment of the school board. Money is provided by the M.O.E. There is usually a group representative from each province, and that person becomes the spokesman for the group, handling complaints, requests, problems or difficulties.

For materials, we used PEOPLE YOU MEET and FOLLOW ME TO SAN FRANCISCO for the video component of the course, and we used AMERICAN KERNEL LESSONS for the audiolab work. Our syllabus included materials used by the General English Program at Sogang University, and we drew on the experience of the G.E.P. teachers for help in using this material.

With the best will in the world, relationships between the part-time teachers in the General English Program and the full time teachers at the Institute were sometimes strained. After all, although we in the Institute all had master's degrees in TEFL, some of the teachers in the G.E.P. program had master's degrees too - some in Education, some in TEFL, some in Business Administration, some in Counseling, and many of them had more experience in Korea than we did. They had been teaching in Korea; some of them had been in the Peace Corps there, they knew the scene, as it were. As newcomers, we were green, and our expertise had been achieved elsewhere. Part of the unease fell into the old boy/new boy syndrome, but most of it came from non-

interaction between the two staffs. There was no time for working together before the course began. In other words, we didn't get together and work through the curriculum, plan together, to try out various exercises and techniques. After we started teaching, there was a lot of exchange of information and mutual work on preparation of materials from day to day, but I felt that an intensive week of interpersonal, intercultural sharing would have been very helpful for morale. It certainly would have helped to relieve that sense of wariness people have when they start to work together for the first time.

For any program such as ours, there is an inevitable question. Why the emphasis on English? Why were 300 teachers willing to give up their winter break, travel long distances to work so hard in a training program designed to help them become better English teachers? The answer lies not only in their own personal drive for improvement, but in the educational system itself, and in the public declarations of President Chun Doo Hwan.

English is a compulsory subject in Korea. It is a required subject beginning with the first year of middle school through the sophomore year of college. As of March 1, English was introduced in the primary grades at the 4th grade as an elective. English is a required subject in the provinces as well as in the major cities. A word here about the way in which English has been introduced in the primary schools. A manual was prepared, plus a book and a set of cassette tapes. Since it is an elective, neither the textbooks nor the tapes are provided by the government. I have seen news programs on Korean TV showing eager mothers and children checking over the books and tapes in bookstores, and sales of these materials are booming.

Elementary school teachers were given no preliminary training, nor were they warned about the change in their programs. It was felt that provision of the manual plus making the children's book and the tapes available was sufficient. My understanding is that the teaching of English will be based on a phonics approach. The pattern is to provide materials first and training later.

The main goal of students in middle schools and high schools is to pass the English exam. Middle school students need to pass an exam in order to get into high school, and high school students need to pass an exam in order to get into college. Teaching of English, especially in the third and fourth year is geared to the exam. Since this is a paper-and-pencil grammar test, all teaching is aimed at mastering English grammar in reading and writing. Meaning is conveyed through translation into Korean. In fact, discrete items are presented in English and immediately translated into Korean. There is a strong belief that the best way to learn English is to memorize dialogues for spoken English and that practicing grammar exercises is the best way to learn to read and write.

Teachers of English in Korean middle and high schools are under considerable pressure. They are under pressure by their principals and their peers to conform to the design and accepted practices of teaching. They are under pressure by the parents and the students to teach the students to pass the English exam successfully. Considering the constraints of their situation, they do a remarkably good job. We visited many high schools and middle schools in Seoul before we began the teacher-training program, and we found that many of these teachers were so hesitant about their own facility with English that they were afraid to use English in the classroom. Therefore, they teach English in Korean. We realized that the teachers who came to us in January would be seeking to improve their own abilities in English as well as to learn different techniques that they might be able to use in their classrooms.

During the last three years, there has been a marked shift in emphasis on the teaching of English. Teachers have been aware of the lack of verbal proficiency on the part of their students, and there has been mounting dissatisfaction because of the evident inability of students to communicate after long years of study. The Peace Corps did a masterful job of working with teachers and with the government in the years they were here. In fact, if it weren't for the groundwork laid by the Peace Corps, I don't think we could have functioned nearly as effectively as we did. The Peace Corps volunteers and administrators left a lasting, positive effect on English education in Korea, and we were lucky enough to inherit the good will left

by that program. Major universities in Korea, such as Yonsei, Seoul National, Hankuk Institute of Foreign Studies, Ewha University, as well as Sogang, of course, have teacher-training programs. None has a teacher-training program in TEFL, but many of them have conducted in-service training workshops, and we moved into an educational climate already favorable to us.

In July and October, 1981, President Chun Doo Hwan made a series of public speeches about the importance of learning foreign languages. These public declarations signaled an important shift in pedagogical emphasis, and made it easier for the M.O.E. to implement some of the research already done by their own research institute, known as K.E.D.I. (Korean Educational Design Institute). President Chun said, "..... the study of foreign languages, especially English, is vitally important, in order to make Korea a member of the international community." He said, "It is necessary for our nation to pursue internationalization and an open system during the current and ensuing decades ..... one of the most important things in this drive is a high level of proficiency in speaking and writing foreign languages." He also said, "Foreign language education should naturally be conducted to produce scholars, but it is equally important to put emphasis on education in living spoken languages, and to enable students to speak and write after graduation." In another speech, he referred specifically to English, and stated that the curriculum, and the methodology, of teaching English must be revised, so that graduates of secondary schools can communicate with foreigners with relative ease.

Government officials are acutely aware of the problems in communication they may face in 1988, and there is a general sense of gearing up for the 1988 Olympics, to be held in Seoul. These specific references to revision of curriculum and changes in methodology provided the spur for a massive retraining program. There is still no indication of changes in the English test for college entrance, but there is certainly a lot of talk about the necessity for adding a listening comprehension component to this test. If a decision is finally made to change the test, I'm sure that decision will be implemented quickly.

Elite Olshtain, in her excellent dissertation, "A Theoretical Model for Developing the Teaching of a Language of Wider Communication on a National Scale," points out that facility in English is a mark of higher social status in many countries. This is also true in Korea. However, the stated goal for mass education in Korea is that all children shall be provided with the opportunity for acquiring communicative facility in English, and that this facility shall not be a basis for class division.

We can see, therefore, that motivation to attend the January program had a wide base. In Lambert's terms, "instrumental" and "integrative" motivation were so closely intertwined with cultural and psychosociological factors as to create an extremely intense desire.

We have discussed motivation, and in an oblique way, the goals of the teacher-trainees. My own personal goals for the Korean teachers were quite modest- I just hoped to move at least five people from where they were to a willingness to experiment with some other method of teaching English. I decided I would feel happy if five teachers were willing to try something other than grammar translation in their classrooms. Five out of 300 was not too bad a percentage, I thought. I'm happy to say that the percentage of teachers who are trying something different as a result of their training is considerably higher than I had expected.

Our focus, in every class we taught, was: Will what we are doing here work in your own class of 60-70 students? If it will, how? Do you want to try it? If you do, how will you do it? There was psychological resistance to all the methods we presented. The approach the teachers brought to the classes was: "Oh, this is all very well for here - but it will never work in our classrooms." When we asked why? They gave us these answers:

Classrooms too crowded - too many students
Too much work - no time to try new things
Necessity to cover too much material in the textbook
Ministry requirements to go through the book, and keep track of pages covered, unit by unit.
Teachers in adjoining classrooms will complain of the noise.
Necessity for students to "pass the exam." The big question - If we change our methods, will the students pass the exam? Our status depends on our students passing the exam.

One of the techniques I used was to consider the 100 person large lecture class a living laboratory. When I was working with TPR, all the trainees were involved, jumping up and down, slapping their knees, clapping their hands. It was bitterly cold, the classrooms were under-heated, so this was a very popular methodology.

In order to counter the objection that - "Oh, well, of course it works with us - we're English teachers! We understand your directions!", I taught the Silent Way in Spanish and used Korean for Counseling-Learning. I brought in a Korean colleague who had taught American Peace Corps volunteers, and she demonstrated Counseling-Learning using 4 of the teachers on the staff and me as her demonstration group. The trainees were entranced to hear us fumbling around. They were amused and entertained. It was a good switch. The Speaker-Listener-Recorder group interaction technique of CLL worked very well also, and they saw how such a simple conversational grouping could work in a large class.

Well, what about the Institute itself? As I mentioned at the beginning of this article, the Institute at that time was research-oriented, and we did not run regular classes for individuals. We did teacher-training and we designed special programs for large and small companies. The teacher-training program was extremely successful, and we were proud of it. However, one intensive teacher-training course doesn't make an Institute. As my title suggests, I promised I would share the trials and tribulations as well as the triumphs of setting up our Institute, and I will. Many of the problems arose as a function of the stated purposes (in our brochure) and apply strictly to our situation. There will always be special circumstances within which everyone has to work, and there are always special parameters for every job and every country. There is no point in going into the special circumstances in Korea, since they may not apply in other places.

We opened our Institute in October, 1981 with 10 M.A. TEFL teachers as members of our teaching staff, and two administrators, both TEFL teachers also, namely John Harvey and myself. John is a resident of Korea, and has been connected with Korea, on and off, for the past 29 years, having come for the first time in 1953 during the Korean War.

He worked with the Peace Corps, taught Korean at Harvard, and is well acclimated. Father Norbert Tracy, the overall director of the Institute, and director of Planning and Development at Sogang University, is also well acclimated, having served in Korea for 21 years. He was academic dean at Sogang University from 1961, one year after the University opened, until 1977, at which time he became director of Planning and Development. The Institute was a result of two years of his dreams and plans. I don't think either John or Father Tracy realized what the effects of culture shock might have on us, the newcomers. The 10 teachers and I who arrived in Seoul on October 1 were really unprepared. We didn't know each other, and we'd had practically no exposure to Korean language and customs, and no indoctrination into the culture.

I had thought we would be able to use some intercultural exercises I had learned in a workshop I took at Stanford in August, 1981, but I was in no condition to conduct such a workshop, being in a state of shock myself. The odd thing was, I didn't know it! Appendix B contains some important and relevant articles, because, for anyone who plans to set up an Institute and/or a teacher-training program, and who plans to bring outsiders into the country, I feel it is very important to set up some sort of intercultural, experiential workshop for teachers after they arrive. For anyone bringing in an entire staff, as we did, I would recommend setting up such a workshop in the States, or wherever they are coming from, before they leave.

Janet Bennett's[3] article called "Transition Shock: Putting Culture Shock in Perspective" in the ICC Annual, 1977, is excellent. Chapter 7 in Philip Harris'[6] book, Managing Cultural Differences, Gulf Publishing Company, Houston, Texas, 1979 has universal application, I think. "Intercultural Communication and the Adjustment of the Sojourner", by Michael Brein and Kenneth David,[2] in Readings in Intercultural Communication, Vol.IV, SIETAR, 1976, is an eye-opener.

We suffered from uncertainty, and lack of work. We had expected to begin teaching on October 19, 1981 but our first research project didn't begin until November 9, so we had a lot of uncommitted time on our hands. Father Tracy's fiscal planning was based on the projection that income from English classes for businessmen and other persons needing English in Korea

would help to subsidize the teacher-training programs for the Ministry of Education, the Seoul City Board of Education and other groups which had indicated their interest in retraining programs. However, our status as a research institute created limitations we had not foreseen. The research aspect of our institute plans gave us a necessary and important base at the university, but various interpretations of government policy and practice prevented the Ministry's approval of the training courses for the adult public at that time and for several months to come.

So there we were. We had 10 sharp, eager TEFL teachers chomping at the bit, and no students. They were anxious, we were anxious, staff meetings degenerated into gripe sessions, and the atmosphere got quite tense from time to time. However, thanks to the basic sense of purpose which had brought us all together, we managed to survive.

After the first project, which lasted until December 13, there was another lull until January 4, when the big project began. We spent most of the time between December 26 and January 4 ironing out final details like who would teach where, when, and which persons would team-teach; moving furniture here and there. I mention all these housekeeping details, because when you're running a program which involves 300 students plus a teaching staff of 20, plus an office staff of 6, you have to pay attention to the small details of management.

This, then is a bit of the background for the recommendations which I offer here on the basis of that experience:

RECOMMENDATIONS

1. Allow 18 months lead time from the time final planning is begun to the time the Institute is opened for the first class. This would be after preliminary planning, after goals and objectives were defined, after legal clearances were received, and after the parameters of the Institute were defined.

2. Allow at least 3 months for administrators to get to know each other, and to work together. They will need to decide not only the purposes, methods of evaluation, and operational aspects, they will need to set up operational procedures. They will need to work out their own interpersonal differences.

3. If teachers will be recruited from outside the target language situation, the interviewers should be trained; they should know what they are looking for; a team should conduct and cross-check the interviews, telephone recruiting is not reliable, nor is hiring on the basis of a resumé alone.

4. If the institute is set up independent of a university, it's wise to have a sufficient budget for contingencies.

5. All administrative details should be in hand regarding dates and methods of salary payment. If part of the arrangement is payment for travelto the target country, money should be on hand to reimburse teachers for expenditures they may have incurred getting to the country.

6. If a team is hired, there should be a one-week interpersonal, inter-cultural workshop conducted by experts before the team leaves for the target language environment.

7. There should be a one-week interpersonal, cross-cultural workshop conducted by an expert after the team arrives in the foreign country. This week should include excellent teaching in the foreign language with structured hours of teaching. A good guide line would be the way a tour guide thinks of a one-week introduction to a country.

8. Guided tours of the country or city, preferably walking tours should be arranged and a physical introduction to the most common modes of transportation, whatever they are. Preferably, bi-lingual tour guides, almost like buddies, could introduce the team to the culture, the food, the customs of the country. These people should be knowledgeable and informed about their own country.

9. If the Institute to be set up is one that offers classes to the general public, it's wise to set up a teaching schedule flexible enough to offer security to the teachers, so that they know when they will be teaching, and to whom, and yet one that allows administrators to make last-minute changes without too much disruption. This is difficult, and requires a lot of patience and understanding by everyone involved.

10. Regular meeting times should be set up and the agendas should be announced enough in advance so that teachers and administrators can be prepared.

11. The office and library system should be organized so that teachers can find resources easily, and can understand the chain of command.

12. The office hierarchy should be explained to the teachers. This is a small but important detail.

13. There should be a trouble-shooter on the staff in addition to top administrators. This person will turn out to be very important. He/she should be bi-lingual, and should be able to guide the teachers through the maze of bureaucracy, which exists in every country. Simple things like residence cards, getting boxes through customs, opening a bank account can be frustrating and time-consuming for a newcomer.

14. There should be someone on the staff who can function as a counsellor. If the Institute accepts teachers with children, the counsellor should be able to assist in finding babysitters and/or child care centers, nursery schools, or schooling in general.

The counsellor should be a supportive person who can help ease the first wave of culture shock. We often tend to think that if we set up guidelines for a job, provide a place to live, that's the end of our obligations to teachers and/or administrators on a new assignment in a foreign country.

That's not enough for teachers, and it's not enough for administrators. While there is no substitute for time, there are things that can be done to ease the pain of adjustment. If attention is paid to the small things, a working environment can be created that will save wear and tear on the personnel, and in the long run, will save money and time.

We opened our Institute under handicaps, and we have overcome many of them. We know that the basis of our Institute is sound, and we are confident that the second year will find us established with a more formalized routine. We all discovered in ourselves the ability to handle ambiguity, uncertainty, how to deal with last-minute decisions and continual shifts in shedule. Important abilities, I think!

Our success as an Institute will be in our proven ability to adapt to new and trying situations with humor and tolerance and in our willingness to work together toward a common goal. As administrators, we are also teachers and we recognize that our teachers are potential administrators. This flexibility and willingness to shift roles will form a solid base for the next phase.

GOALS AND OBJECTIVES FOR TEACHER-TRAINING COURSE JANUARY 4-FEBRUARY 8, SEOUL, KOREA

1. Enable teachers to try at least one other method of teaching English in their middle school or high school classes. That is, one other method besides grammar translation.

   A. A teacher-made materials workroom will be set up on the Sogang campus, and teachers will be encouraged to cut, paste and assemble different kinds of teaching aids. They will be encouraged to design for themselves some kind of teaching materials carry bag which they can use to transport their own materials easily.

   B. All methodologies presented will be focussed on the teachers' own problems in the classroom.

2. Enable teachers to experience different ways of learning English through:

   A. Communication activities in the 20 person classroom, and in the 100 person classroom.

   B. English through Drama.

   C. Listening comprehension activities.

   D. Learning how to ask questions.

   E. Learning how to elicit questions from their students.

3. Enable teachers to feel more confident about their own ability in English by:

   A. Providing opportunities for teachers to listen to each other speaking English;

   giving and following directions with each other in English;

   interacting in problem-solving situations in the classroom with each other;

   sharing ideas and discussing problems with each other in English.

4. Enable teachers to plan classroom activities more efficiently by:

   A. Providing opportunities for planning and evaluating teachers' own lesson plans;

   B. Providing opportunities for using the regular textbook to design interesting and motivating exercises and activities;

   C. Demonstrating how linguistic and lexical goals can be identified for each lesson, and teaching them more effectively.

RECOMMENDATIONS

for setting up an Institute and/or
Teacher-training Program

1. Allow 18 months lead time.
2. Allow 3 months for administrators to work together before the Institute opens.
3. Train interviewers for recruiting teachers.
4. Prepare budget for routine as well as emergency conditions.
5. Have all administrative details worked out regarding salary payments.
6. Create interpersonal, inter-cultural workshop opportunities for overseas staff.
7. Create inter-personal, cross-cultural workshop experiences for all staff in the host country.
8. Create bi-lingual buddies for new arrivals to accompany new teachers on guided tours of your country.
9. Prepare a teaching schedule that gives teachers a sense of security by having definite assignments, yet gives the Institute administrators some flexibility to adapt to changing circumstances.
10. Set up regular meeting times. Announce your agendas in advance.
11. Organize your library and resource centers.
12. Describe office bureaucratic system in detail. Distribute details to newcomers.
13. Hire a bi-lingual trouble-shooter.
14. Hire a bi-lingual counsellor, who might be able to function as the trouble-shooter mentioned in (13).

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Sogang Institute for English as an International Language
In-Service Retraining Program for Secondary School English Teachers
82.1.4 - 82.2.8

CURRICULUM GUIDE

The overall curriculum of this program may first of all be divided into two quite separate major components:

* Special Lectures (36 hours)

* Institute classes on spoken English and English-teaching methodology (204 hours)

There will be three hours of special lectures (2:10-5:00) on each of the first two days of the program and on each Wednesday and Saturday.

The Institute classes will be organized as follows:

* 1.4 Individual interviews, group tests, opening ceremonies, and orientation lecture (9:00-2:00)

* 1.5 Individual interviews (9:00-2:00)

* 1.6 Get-acquainted classes (sections of 20 trainees) and orientation lecture (9:00-2:00)

* 1.7-2.7 Regular days (Mondays, Tuesdays, Thursdays, and Fridays 9:00-5:00)(except Fri., 1.22) focusing on English-teaching methodology

Workshop days (Wednesdays and Saturdays, 9:00-2:00): focusing on exploring English-teaching methodology

Special workshop day (replacing a different regular day for each section of 20 trainees, 9:00-5:00): devoted to a one-day seminar on English Through Drama

* 2.8 Individual interviews, group tests, closing ceremony, and party (9:00-5:00)

The totals for each section of 20 trainees will therefore be:

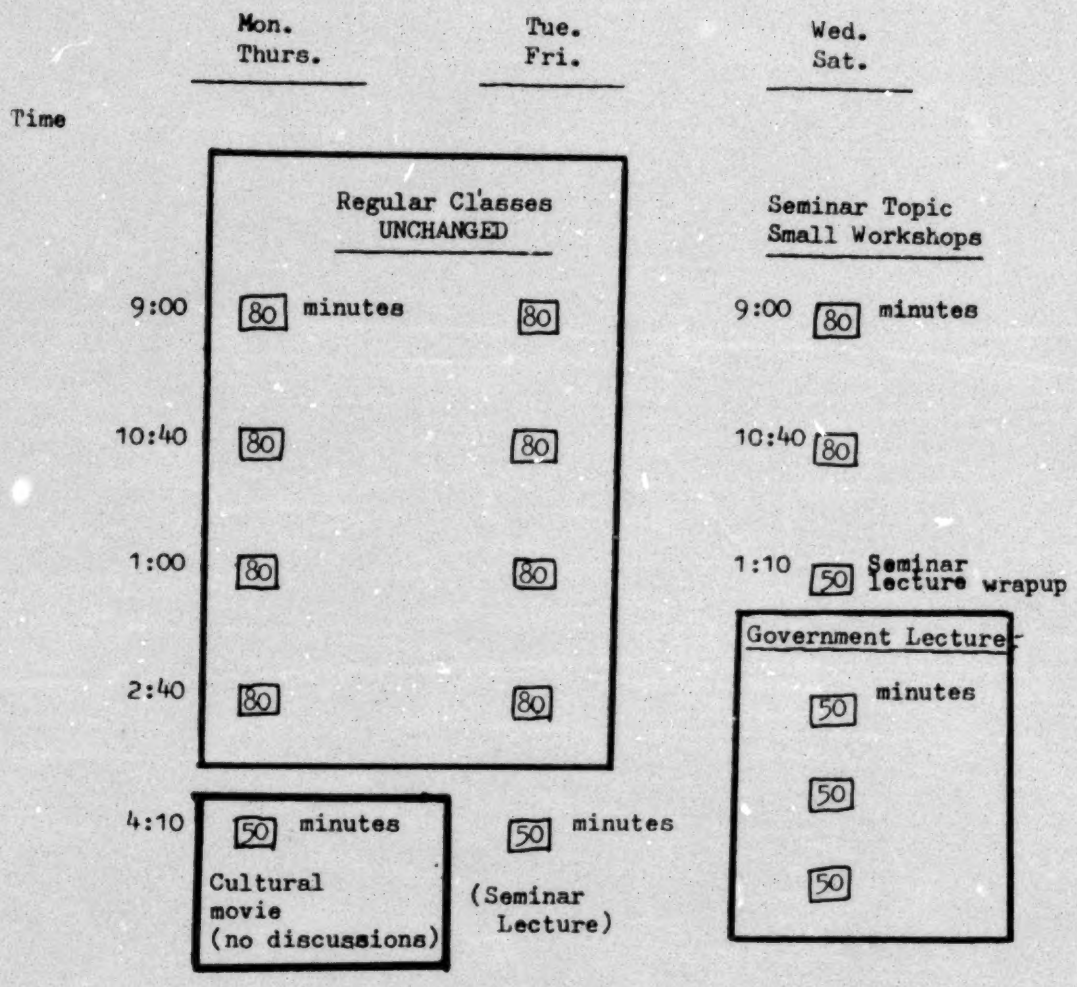
* Regular days: 16

* Workshop and special workshop days: 10

* Other days: 4

Notice that the difference between regular days and workshop days is one of focus. The regular days will provide a good deal of practical experience with various ways of teaching spoken English, and the workshop days will provide a good deal of practical use of spoken English.

REVISED SCHEDULE FOR THE REVISED CURRICULUM 81.12.19



- REGULAR DAYS: Mondays. Tuesday. Thursdays. Fridays. except for Friday. 1/22.
  9:00-4:00 CA, TV, and LL/LR classes (20 or 100 trainees, as before)
  4:10-5:00 Mon & Thurs: Cultural movie, except lecture on Thurs 1/21 due to no class on 1/22.
  Tue & Fri: Seminar lecture for next day's Workshop.

  WORKSHOP DAYS: All Wednesdays and Saturdays.
  9:00-12:00 Seminar workshop on topic of previous day (20 trainees)
  1:10- 2:00 Seminar lecture wrapping up same topic (100 trainees)
  2:10- 5:00 Government lecture (300 trainees)

- "English through Drama" as before, 9:00-4:00

CLOSING DAY: Feb. 8, Monday: 9:00-12 and 1:10-2:15 Group tests and interviews.
2:30-5:00 Graduation ceremony and Reception co-hosted by Sogang University.

Regular Days

The daily schedule for every regular day will be as follows:

* 9:00 - 10:20	English class
*10:40 - 12:00	English class
*12:10 - 12:50	Lunch with English-speaking guests
* 1:00 - 2:20	English class
* 2:40 - 4:00	English class
* 4:10 - 5:00	Mondays and Thursdays (minus Thursday 1.21): Cultural movie or videotape Tuesdays and Fridays (plus Thursday 1.21): Seminar lecture

English classes will be of four different types:

* One TV class (divisions of 100 trainees)
* One Communication Activities class based on the content of the TV class (sections of 20 trainees)
* One Language Laboratory/Library Research class (divisions of 100 trainees)
* One Communication Activities class based on other material (sections of 20 trainees)

The order of the classes may very, but there will always be one Communication Activities class in the morning and one in the afternoon, and the one based on the content of the TV class will always follow it immediately.

Here are brief descriptions of the regular-day types of classes:

* Communication Activities classes: Whether based on videotape or movie material or on other material, these classes are designed to maximize the trainee's actual use of spoken English to exchange facts, ideas, feelings, and intentions. Each communication activity is characterized by a defined situation, an initial division of information about that situation among the participants, and a goal or goals which can be accomplished together by exchanging that information through spoken English only, of course. To maximize the expressive use of spoken English, these activities usually involve pairs or small groups of trainees, with the instructor managing, observing, advising, and participating rather than 'teaching' in the usual sense.

TV classes: These classes provide exposure to spoken English in a vivid, visual context and in a rich context of setting, action, and character. Two main videotape series will be used, both produced by the BBC. People You Meet, with British actors, is relatively grammar-centered and relatively easy for non-native speakers to understand. Follow Me to San Francisco, with American actors, is more content-centered and closer to the normal, everyday speech patterns of native speakers. Other videotapes as well as movies will often be shown in these classes. A good part of the time in these classes will be spent on explanation and on related exercises and quizzes.

* Language Laboratory/Library Research classes: Classes in the language laboratory offer an opportunity to review on audio-tape the dialogue of the videotape series, to do exercises related to the videotape material, and to work on listening comprehension with a variety of other audiotapes. Brief written responses to questions will often be required. On occasion, particularly before seminar papers are due, these hours may be set aside for research in the library.

* Cultural movie or videotape classes: The emphasis in these classes will be less on exposure to the English language than on exposure to the culture of the English-speaking countries.

* Seminar lectures: These lectures, which may include demonstrations or small-group practice, will introduce the seminar topic to be taken up on the following workshop day.

Workshop days

On workshop days there will be two types of classes for the English seminar series:

* 9:00-12:00 Workshop classes on the seminar topic (sections of 20 trainees)

* 1:10-2:00 Wrap-up lecture on the seminar topic (divisions of 100 trainees)

There will be similar types of classes for the Korean seminar series, but the times may be different.

* 9:00-10:20 Lectures on the seminar topic (divisions of 100 trainees)

* 10:40-12:00 Workshop classes on the seminar topic (sections of 20 trainees)

Seminars

For a given division of 100 trainees, all the work in one seminar lecture and on the following workshop day will concentrate on a particular topic in the field of English-teaching methodology, amounting to a single seminar. There will be three seminar series, each consisting of three such seminars, as follows:

* Three New Approaches and Their Applications (Prof. Rhoda P. Curtis)
  * Total Physical Response
  * Community Language Learning
  * The Silent Way
* The Design and Management of Communication Activities (Prof. John H. T. Harvey)
  * Why We Need Communication in the Classroom
  * How We Can Bring About Communication in the Classroom
  * How We Can Prepare for Communication in the Classroom
* English Teaching in Korean Secondary Schools (Prof. Chong Dong Soo)
  * Useful Insights from Linguistics and Psychology
  * Effective Use of Standard Textbooks
  * Meaningful Evaluation of English Proficiency

Prof. Chong's seminar series will be conducted in Korean, except for the seminar discussion in sections of 20 trainees. The other two seminar series will be conducted in English, but some allowance will be made for discussion in Korean.

Each division of 100 trainees will take first the first seminar in each seminar series, then the second in each, and finally the third in each.

There is also a one-day special seminar which will replace one regular day for each section of 20 trainees in turn:

* English Through Drama (Prof. Edward Justen)

Seminar Papers:

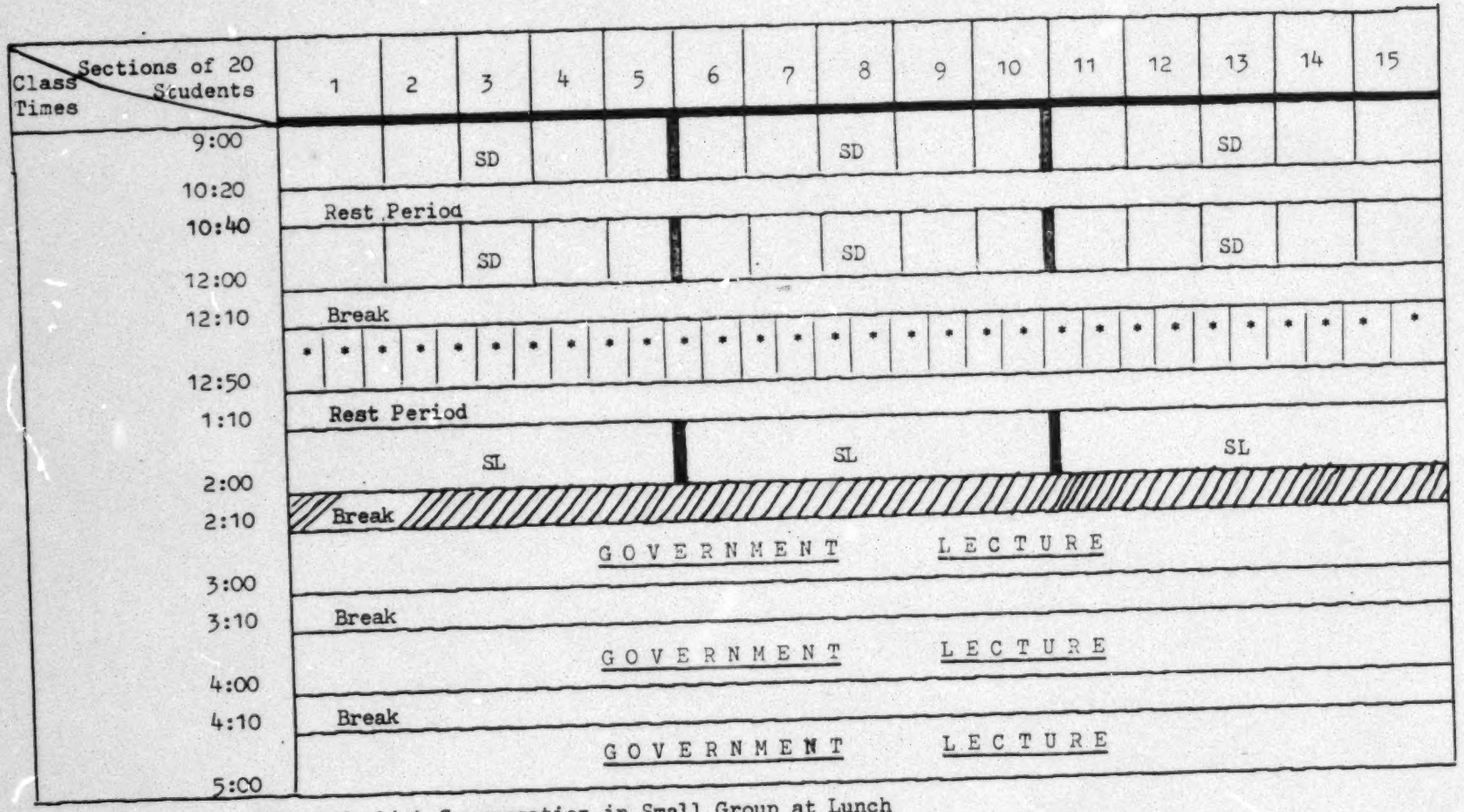
One 3-page paper in Korean on a Korean seminar topic, due January 30.
One 3-page paper in English on an English seminar topic, due Jan. 30.

Evaluation:

A single grade will be given upon completion of the program. This grade will reflect the following factors:

* Participation and performance in Communication Activity classes
* Participation and performance in Seminars
* Quiz scores
* Final interview and group test scores
* Seminar paper grades

Workshop Days: Wednesdays & Saturdays



• English Conversation in Small Group at Lunch
SD Small Demonstration/Workshops/Discussion
SL Seminar Lecture